

Exploring Learning Needs for 'Pesona Gege': A Study on Civic Education in Primary Schools

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Abstract

This study analyzes the needs of primary school teachers and students concerning the development of a culture-based educational game titled *Pesona Gege* for the *Pendidikan Pancasila dan Kewarganegaraan* (PPKn) subject. Employing a quantitative cross-sectional survey method, the research engaged respondents from five *Madrasah Ibtidaiyah* in Kandangan District, comprising five teachers and twenty students. Data were collected through structured questionnaires and analyzed descriptively. The findings reveal that 100% of teachers and 85–100% of students demonstrated a high demand for educational media that is interactive, culturally relevant, and accessible across multiple platforms. Teachers highlighted the importance of capacity-building initiatives in Genially-based game development, whereas students emphasized preferences for rich visual content and the use of the Indonesian language. These results underscore an urgent need for the development of culturally grounded, student-centered educational media to strengthen national character education. This study contributes to the field by providing empirical evidence on the integration of local cultural elements into digital educational tools, positioning digital games as a strategic medium for actualizing the *Profil Pelajar Pancasila* through engaging and contextually meaningful learning experiences. Furthermore, the research offers practical insights for curriculum designers and educational technology developers aiming to enhance civic education in primary schools through culturally responsive digital innovation.

Keywords: *Learning Needs, Educational Game, Civic Education, Local Culture.*

1. Introduction

Amid globalization and rapid technological advancement, the challenges of primary education are becoming increasingly complex. (Kellner, 2001). Social realities in the field indicate a decline in student interest and engagement in learning among primary school pupils, including those in *Madrasah Ibtidaiyah* (MI) (Amalia & Maknun, 2022; Bagja & Ramadhan, 2024). Preliminary observations in several MIs in Kandangan District revealed low student enthusiasm for the subject of *Pendidikan Pancasila dan Kewarganegaraan* (PPKn). Students were easily distracted, felt bored, and often blamed teachers' instructional styles for their difficulty in understanding the material. (Heri, 2019). This phenomenon shows that conventional teaching approaches—often lacking communicative and contextual relevance—are no longer suitable for the characteristics of today's digital generation (Saykılı, 2018). Therefore, there is a pressing need



for innovative and enjoyable teaching approaches that respond to students' learning preferences in the digital era.

Instructional media refers to any form of teaching aid used in the teaching and learning process to effectively and attractively convey instructional messages. (Charline et al., 2023). Technological developments have produced a wide array of instructional media capable of creating active and interactive learning environments. (Pea & Gomez, 1992; Sudarsana et al., 2020). Media not only serve as visual aids but also as tools to facilitate the understanding of abstract concepts. (Rogers & Scaife, 1998). In the context of Civic Education, digital media such as educational games can bridge the gap between curriculum content and students' social realities. (Berutu, 2025). These media provide more meaningful learning experiences by integrating elements of entertainment, exploration, and active participation. (Adisusilo & Soebandhi, 2021; Halim, 2024). Therefore, the integration of relevant instructional media is crucial to address students' disengagement and to reignite their enthusiasm for learning, which has long stagnated in conventional classrooms.

Educational games are a form of instructional media designed to blend entertainment and education. (Gyaurov et al., 2022; Martinez et al., 2022). These games not only provide enjoyment but also contain content that helps students understand academic material in a more engaging and interactive manner. (Adipat et al., 2021; Mokhtar et al., 2023). In educational games, students engage in active learning by solving problems, making decisions, and experiencing the consequences of their choices within the game. (Jääskä & Aaltonen, 2022; Yu et al., 2021). This process promotes deeper cognitive and emotional engagement than traditional lecture methods. However, it is important to distinguish between recreational games and those with genuine educational content. (Adžić et al., 2021; Buyukozturk & Shay, 2024). Thus, the development of well-structured educational games that align with the curriculum and are sensitive to local values is essential to ensure their effectiveness as pedagogical tools.

Previous research has shown that educational games have a positive impact on increasing students' interest and comprehension of academic content. A study by Ziyang Li (Li, 2024) Found that educational games can stimulate students' interest in learning, enhance their motivation, and improve academic outcomes. These games serve as effective tools for cultivating subject-related interest, though further research is needed to fully understand their practical effects on student engagement. A similar study by Bomi Kang (Kang & H. Tan, 2014) Confirmed that game-based learning significantly enhances students' intrinsic motivation toward subject matter, indicating that educational games positively influence both interest and comprehension. However, the study found no significant difference in overall course satisfaction compared to traditional methods. In contrast, Zhonggen et al. (Yu et al., 2021) Cautioned that excessive use of games may negatively affect time discipline and student productivity. Consequently, educational games should be developed with an approach that integrates discipline, educational value, and emotional involvement into the learning experience.

This study aims to analyze the need for developing educational media in the form of a game titled *Pesona Gege*, intended for Civic Education instruction for fourth-grade students in Madrasah Ibtidaiyah in Kandangan District. This game is designed to present content on the introduction of Indonesian ethnic groups and cultural diversity, which is part of the elementary-level PPKn curriculum. The main objective of this development is to create a more enjoyable, interactive, and contextually relevant learning experience. Through game-based learning, students are expected not only to comprehend academic content but also to internalize values of diversity, nationalism, and tolerance more naturally. This study is important as it systematically identifies the needs of both students and teachers in implementing relevant instructional media, and explores the ideal form of educational games that can meet the demands of 21st-century Civic Education.

The study is grounded in the argument that educational transformation cannot be separated from innovations in instructional media used in the classroom. (Hoerudin et al., 2023). In this context, the use of storytelling and character-driven metaphors in games is considered a highly effective strategy. Games are not merely visual aids but are tools for building conceptual understanding through play-based experiences. (Russo et al., 2021). When instructional content is delivered through compelling narratives and characters, the learning approach shifts from teacher-centered to student-centered. However, if not carefully designed, such media could become disorienting tools that divert students from educational goals (Hidayat & Sumarto, 2021). Therefore, *Pesona Gege* is developed not only as a source of entertainment but also as a character-building tool that embeds educational values grounded in local wisdom and reflects the ideals of the *Profil Pelajar Pancasila* (Pancasila Student Profile).

Civic Education at the elementary level should not be viewed as a supplementary subject or as mere rote memorization of national values. Content such as ethnic and cultural diversity serves as a foundational element in shaping identity and tolerance from an early age (Suryaningsih et al., 2023). However, current teaching methods are often disconnected from children's everyday experiences, which are increasingly dominated by visual, interactive, and technological formats. Therefore, there is an urgent need for instructional media that bridge the curriculum with children's learning styles. The "*pesona gege*" educational game responds to this challenge by offering a visually interactive, narrative-based, and adventure-themed approach to introducing Indonesian culture in an enjoyable way. It transforms Civic Education into a lively and meaningful experience, supporting character education in line with the *Merdeka Belajar* (Freedom to Learn) vision and *Kurikulum Merdeka* (Independent Curriculum).

The development of the *Pesona Gege* educational game holds not only practical implications for teachers and students but also academic significance in advancing models of instructional media rooted in local values. In the field of educational research, this study opens new avenues for integrating digital technology with national character education. Furthermore, the study provides an implementable model that can be replicated for other subjects or educational levels. Practically, the game offers an accessible learning alternative through platforms like Genially, which do not require additional software installation. With this approach, the study is expected to serve as a reference in the development of other relevant, contextual, and humanizing digital learning media. Thus, *Pesona Gege* represents a concrete solution for contemporary education that integrates values, technology, and human development.

2. Methods

This study employed a quantitative approach using a survey research design, specifically a cross-sectional survey type. The survey method was used to collect data from a population consisting of 20 Madrasah Ibtidaiyah (MI) in Kandungan District, involving both teachers and students. The sampling was conducted randomly. One teacher from each of five selected madrasahs was chosen as the teacher sample. For the student sample, four students from each of the same five madrasahs were selected. The instrument used for data collection was a questionnaire.

Table 1 Survey score guidelines

No	Statement	Code
1	Very Needy	S
2	Quite Need	C
3	Less Needed	K

The data analysis in this study employed a quantitative approach presented in tabular form, based on the needs analysis of both students and teachers.

3. Results and Discussion

The results of this study indicate a significant need among both teachers and students for the development of educational media in the form of game-based learning, particularly within the context of Pendidikan Pancasila dan Kewarganegaraan (PPKn) for fourth-grade students in Madrasah Ibtidaiyah across Kandangan District. This need was identified through the distribution of questionnaires to five teachers and twenty students from various Madrasah Ibtidaiyah in the area. The survey aimed to assess the extent to which educational games—specifically those developed using platforms such as Genially, like *Pesona Gege*—are needed to support a more interactive, enjoyable, and meaningful learning process. The study analyzed data from two perspectives: teachers as facilitators of learning and students as the end-users of the educational media.

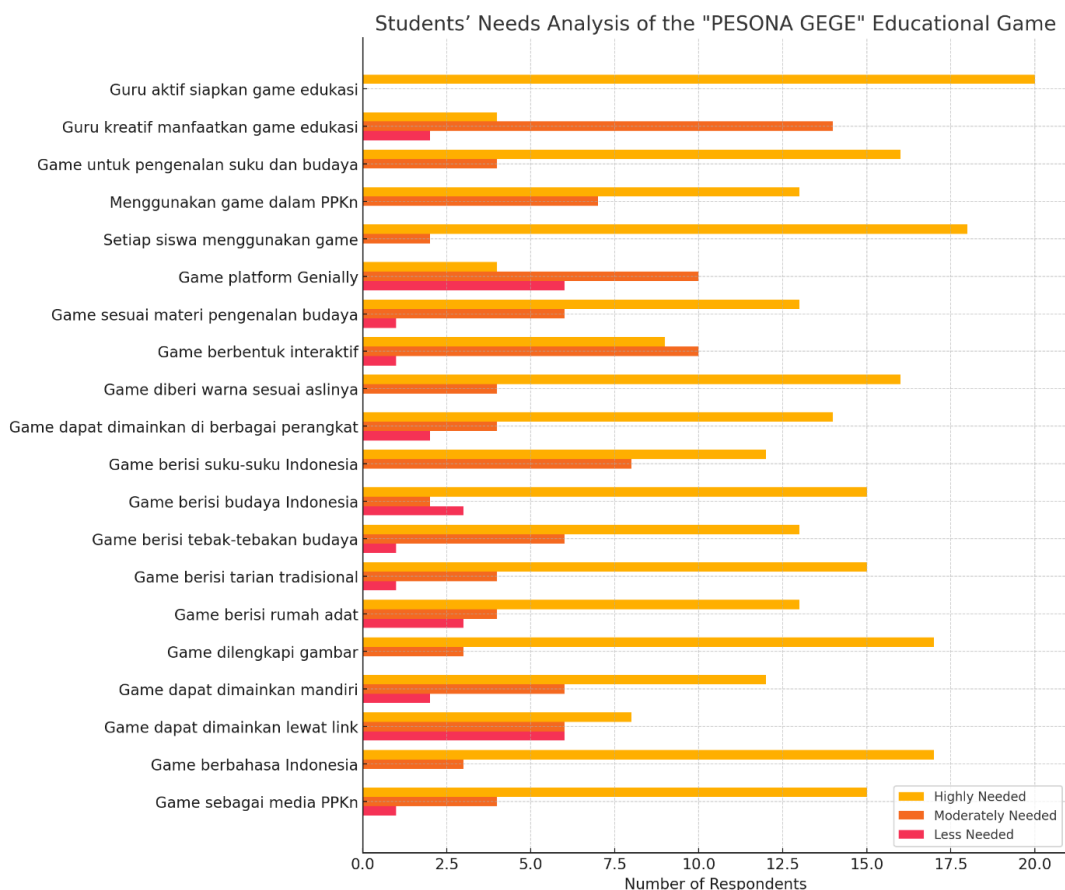


Figure 1 Student Needs Analysis of The Pesona Gege in Educational Game

Data indicate that the majority of teachers highly require educational game media to support the teaching of Pendidikan Pancasila dan Kewarganegaraan (PPKn). For instance, on the indicator *“Using images of Indonesian culture in the game ‘Pesona Gege’*,” all five teachers (100%) stated that they strongly needed such features. Similarly, the indicators *“Training on Genially game development”* and *“Games based on Indonesia’s cultural diversity”* each received 80% responses indicating a high level of need. These findings reflect the urgency for both technical training and the strengthening of local content as essential components of the educational media being developed. Teachers’ responses demonstrate strong enthusiasm for instructional tools that are not only innovative but also relevant to students’ cultural contexts.

The high demand for media such as *Pesona Gege* suggests that traditional teaching approaches are perceived as inadequate for delivering national identity materials in a comprehensive and engaging manner. Teachers recognize that to enhance student participation, it is necessary to use media that can visually and interactively connect the learning content to students' everyday experiences. Games that incorporate local cultural elements—such as traditional houses, dances, and musical instruments—are believed to stimulate curiosity and foster a sense of pride in students' national identity (Aura et al., 2022).

These findings align with the study by Sari et al. (Sari et al., 2021), which found that educational games could increase learning interest by up to 95% in lessons themed around national heroes. This supports the notion that media adapted to children's characteristics and grounded in local cultural contexts can significantly strengthen character education and the internalization of Pancasila values (Nur'aena, 2023). Moreover, the fact that all teachers expressed the need for game development training indicates that media innovation not only requires creative ideas but also necessitates the professional development of teachers in educational technology.

The student survey results further reinforce these conclusions, revealing that nearly all questionnaire indicators reflected a high demand for the development of educational games. For example, on the indicator "*Teachers actively prepare educational games*," all students (100%) reported a strong need. Meanwhile, indicators such as "*Games with visual content*" and "*Games using the Indonesian language*" each garnered 85% of students indicating a strong need. These data suggest that students seek not only engaging content but also materials that are accessible, easy to understand, and closely aligned with their cultural environment.

Table 2. Students seek not only engaging content

No.	Need Indicator	Percentage of Students Indicating High Need (%)
1	Teachers actively prepare educational games	100%
2	Games contain images	85%
3	Games use the Indonesian language	85%
4	Games are playable on Windows, Mac, and Android platforms	70%

The data above indicate that students desire a learning experience that is neither monotonous nor unidirectional. They are more attracted to approaches that allow for active engagement, such as fun and challenging games. The high response rate to the indicator "Games can be played on Windows, Mac, and Android" (70%) suggests that media flexibility is also an important consideration. This implies that students are concerned not only with the content of the media but also with its technical aspects and accessibility across various devices.

These findings reinforce the results of the study by Camuñas-García et al. (Camuñas-García et al., 2024), which demonstrated the effectiveness of puzzle games in fostering nationalistic values. The interactive design and culturally grounded content of the *Pesona Gege* game are considered appropriate, as they effectively introduce students to Indonesia's cultural diversity through visually engaging formats. Game elements such as illustrations of traditional houses, cultural dances, and interactive quizzes serve as key attractions that enhance comprehension and reinforce national character education (Rivers & Bertoli, 2024).

When teacher and student data are compared, a clear alignment in needs is observed. Teachers seek innovative media to deliver Civic Education content, while students prefer enjoyable and easily understood learning approaches. For instance, regarding the indicator "Games as a medium for Civic Education," 75% of students expressed a high level of need.

Similarly, on the indicator "Educational games that meet both teacher and student needs," 60% of teachers reported a moderate need and 40% reported a high need. This illustrates a significant convergence between teacher and student perspectives on ideal learning media.

The alignment of these perspectives underscores the importance of designing instructional media based on actual classroom needs. The development of *Pesona Gege* presents a timely solution to the challenges of declining student interest in Civic Education and the limitations faced by teachers in delivering content in an engaging manner. Media incorporating local cultural elements also support governmental efforts to actualize the Profil Pelajar Pancasila through project-based and contextual learning.

Overall, the study's findings reveal that both teachers and students require innovative, contextual, and enjoyable educational media. The *Pesona Gege* game meets these needs by integrating local cultural values into an interactive digital format. This study offers practical contributions to the design of culture-based instructional media and theoretical insights into the development of need-based digital learning. For broader implementation, teacher training and improvements in school IT infrastructure are essential to ensure that media like *Pesona Gege* can be optimally and sustainably utilized.

The development of educational media must align with the evolving needs and preferences of both teachers and students to enhance the effectiveness of learning experiences. The study's findings demonstrate that students seek interactive, dynamic, and non-monotonous learning environments, as indicated by their preference for fun, challenging games and flexible media platforms accessible via Windows, Mac, and Android devices. This reflects an emerging pedagogical paradigm that values *learner engagement* and *technology accessibility* as critical factors in instructional design.

The strong student response toward media flexibility underscores the relevance of the *Technology Acceptance Model* (TAM) proposed by Davis (1989), which posits that perceived usefulness and perceived ease of use significantly influence users' acceptance of technology-based learning tools. Students' sensitivity to technical aspects, such as device compatibility, confirms that educational innovations must prioritize user-centric design principles to maximize adoption and learning outcomes.

Empirical evidence from Camuñas-García et al. (2024) further supports the effectiveness of game-based learning strategies, particularly puzzle games, in fostering national identity and civic values. These findings validate the pedagogical potential of culturally grounded digital games like *Pesona Gege*, which integrates visual illustrations of traditional houses, cultural dances, and interactive quizzes to promote national character education. Such integration resonates with Vygotsky's Sociocultural Theory (1978), which emphasizes the importance of cultural tools in cognitive development, highlighting that learners internalize knowledge more effectively when it is mediated through culturally meaningful artifacts.

The alignment of teacher and student needs—teachers' desire for innovative Civic Education media and students' preference for enjoyable and accessible learning methods—reinforces the importance of *Need-Based Instructional Design* (Branch, 2009). The data suggest a significant convergence in expectations, thereby affirming that instructional media must be designed based on a thorough analysis of the learning context and user needs, not merely educational objectives.

Moreover, the inclusion of local cultural elements aligns with the principles of *Culturally Responsive Pedagogy* (Gay, 2013; Ladson-Billings, 2014), which argues that embedding students' cultural references in all aspects of learning fosters deeper engagement, greater relevance, and improved academic outcomes. Through this lens, *Pesona Gege* functions not only as a learning tool but also as a medium for affirming cultural identity and supporting national

initiatives such as the *Profil Pelajar Pancasila*, which advocates for project-based, contextual, and values-driven education.

Thus, the theoretical foundation of this study interweaves multiple strands: the Technology Acceptance Model (TAM) to explain the importance of accessibility and usability, Sociocultural Theory to highlight the role of cultural context, Need-Based Instructional Design to structure learning solutions based on authentic classroom needs, and Culturally Responsive Pedagogy to ensure relevance and identity affirmation. The integration of these theories provides a comprehensive framework for designing effective digital instructional media that can enhance Civic Education outcomes among primary school students.

In summary, this theoretical framework positions *Pesona Gege* as a strategic educational innovation that addresses technical, cultural, and pedagogical dimensions of Civic Education. The study contributes not only to the empirical development of culture-based digital media but also to the theoretical advancement of interdisciplinary approaches in educational technology and character education.

4. Conclusions

This study found a strong alignment between the needs of teachers and students regarding the integration of innovative, culturally rich digital media in Civic Education. The educational game *Pesona Gege* emerged as a highly desired medium, capable of addressing both pedagogical and contextual gaps in the current learning process. Teachers require training and content aligned with local cultural identities, while students respond positively to visual, interactive, and accessible learning tools. The study contributes theoretically by reinforcing the relevance of need-based instructional media design, and practically by offering a replicable model of culture-integrated game-based learning for primary education.

A key strength of this research lies in its dual-perspective analysis, integrating feedback from both educators and learners. The use of quantitative needs analysis provides concrete evidence to support the urgency of developing digital learning tools tailored to the sociocultural context of students. Moreover, the study offers practical insights for curriculum developers, education policymakers, and instructional designers in advancing character education using digital platforms like Genially.

The main limitation of this study is the relatively small sample size, restricted to five schools in a single district. While the findings are indicative, they may not fully represent broader regional or national conditions. In addition, the research focuses solely on the need analysis without further developing or testing the effectiveness of the *PESONA GEGE* game itself. Future studies should incorporate experimental or mixed-method approaches to evaluate the actual impact of such media on student learning outcomes and character development.

5. CRediT Authorship Contribution Statement

Indah Kurnia Sari, Hamidulloh Ibda: Conceptualization, Data curation, Formal Analysis, Funding acquisition, Investigation, Project administration, Resources, Software, Validation, Visualization, Writing – original draft, and Writing – review & editing. **Makmur Harun:** Conceptualization, Supervision, Validation, and Writing – review & editing.

6. Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

7. Data Availability

Data will be made available on request.

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